

Duval County Public Schools

Mandarin High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Mandarin High School

4831 GREENLAND RD, Jacksonville, FL 32258

<http://www.duvalschools.org/mhs>

Demographics

Principal: Sara Bravo

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (61%) 2018-19: B (57%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Mandarin High School

4831 GREENLAND RD, Jacksonville, FL 32258

<http://www.duvalschools.org/mhs>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	48%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mandarin High School commits to providing an effective learning environment that is rich in academic mastery, while promoting the development of physical, social, and emotional well-being. Through a combination of consistent faculty engagement and community involvement, all students will be prepared to realize their full potential today, tomorrow and in the future.

Provide the school's vision statement.

Mandarin High School will inspire, engage, and educate every student every day, preparing him or her for graduation and entry into global society with career choices and pathways to success.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Bravo, Sara	Principal	
Pecarek, Elizabeth	Assistant Principal	
Thomas, Karen	Assistant Principal	
Baldwin, Robert	Assistant Principal	
Durkin, Timothy	Assistant Principal	

Demographic Information

Principal start date

Wednesday 7/1/2020, Sara Bravo

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

21

Total number of teacher positions allocated to the school

116

Total number of students enrolled at the school

2,418

Identify the number of instructional staff who left the school during the 2021-22 school year.

16

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	591	662	637	522	2412
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	71	142	111	118	442
One or more suspensions	0	0	0	0	0	0	0	0	0	72	101	73	50	296
Course failure in ELA	0	0	0	0	0	0	0	0	0	16	71	25	14	126
Course failure in Math	0	0	0	0	0	0	0	0	0	20	75	47	45	187
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	130	164	91	0	385
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	113	78	111	73	375
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	100	117	87	73	377

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	11	58	32	3	104
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	28	35	8	77

Date this data was collected or last updated

Monday 8/29/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	607	738	594	521	2460
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	84	102	60	55	301
One or more suspensions	0	0	0	0	0	0	0	0	0	68	92	56	45	261
Course failure in ELA	0	0	0	0	0	0	0	0	0	31	95	33	12	171
Course failure in Math	0	0	0	0	0	0	0	0	0	26	78	51	44	199
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	73	165	71	102	411
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	242	188	26	34	490
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	131	204	67	73	475

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	26	87	31	3	147
Students retained two or more times	0	0	0	0	0	0	0	0	0	14	36	23	15	88

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	607	738	594	521	2460
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	84	102	60	55	301
One or more suspensions	0	0	0	0	0	0	0	0	0	68	92	56	45	261
Course failure in ELA	0	0	0	0	0	0	0	0	0	31	95	33	12	171
Course failure in Math	0	0	0	0	0	0	0	0	0	26	78	51	44	199
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	73	165	71	102	411
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	242	188	26	34	490
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	131	204	67	73	475

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	26	87	31	3	147
Students retained two or more times	0	0	0	0	0	0	0	0	0	14	36	23	15	88

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%	45%	51%				62%	47%	56%
ELA Learning Gains	51%						48%	48%	51%
ELA Lowest 25th Percentile	39%						32%	42%	42%
Math Achievement	51%	37%	38%				46%	51%	51%
Math Learning Gains	53%						40%	52%	48%
Math Lowest 25th Percentile	59%						33%	47%	45%
Science Achievement	47%	43%	40%				66%	65%	68%
Social Studies Achievement	77%	53%	48%				80%	70%	73%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	67%	-2%	67%	-2%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	68%	10%	70%	8%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	57%	-11%	61%	-15%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	45%	61%	-16%	57%	-12%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	15	34	32	23	43	43	24	49		90	55
ELL	13	42	45	42	51	50	22	37		100	65
ASN	78	67		82	62			85		100	94
BLK	40	50	42	39	48	58	28	61		98	84
HSP	39	46	42	50	51	50	41	71		99	80
MUL	57	51	23	46	44		50	68		96	91
WHT	59	51	38	57	57	68	58	85		97	85
FRL	42	47	37	50	51	55	48	72		93	76
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	37	38	25	36	36	42	41		95	57
ELL	25	59	53	41	42	42	30	38		98	80

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ASN	63	59		53	50		53	77		100	94
BLK	42	47	38	38	36	41	53	53		98	81
HSP	46	52	43	40	48	54	49	60		95	86
MUL	52	44	50	47	39		56	83		100	83
WHT	63	54	50	52	37	44	64	80		96	89
FRL	46	49	45	43	38	44	58	63		95	79
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	29	26	21	35	35	22	39		95	38
ELL	27	32	22	44	43	43	48	54		94	48
ASN	76	62		52	33		86	87		100	92
BLK	43	38	29	29	28	21	47	68		95	57
HSP	55	45	25	46	44	43	64	78		96	55
MUL	58	41	20	47	44		68	79		88	83
WHT	69	52	39	55	45	36	73	84		95	77
FRL	52	41	25	37	34	37	56	68		93	63

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	669
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Two trends show in the data across the grade levels, subgroups, and core content areas and those are the significant drops in Reading proficiency, gains, and LPQ gains and Biology proficiency.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Reading proficiency and Biology proficiency show the greatest need for improvement this school year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors for this need for improvement were sustained vacancies in supplemental reading courses for 10th and 11th grade students, brand new teachers in Biology, and a shift in instructional practice for core content area. New actions taken and planned are content area teacher shifts with teachers in Reading and English classes, a renewed focus on BEST and the curriculum planning for instruction, more work with probing questions in science classes as well as instructor shifts, and use of interactive notebooks.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Algebra I, Geometry, and US History all showed significant progress and growth.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Shift in administration in both areas, addition of school based instructional coach to support the work in US History, realignment of math work and scheduling changes in master schedule.

What strategies will need to be implemented in order to accelerate learning?

Use of FAST PM data to determine efficacy of instructional practice and instructors. Continued use of school based instructional coach for push in and pull out instructional support. District based support for BEST implementation and roll out in ELA and Reading classrooms. Adherence to curriculum guides and pacing schedules to ensure curriculum coverage. Ongoing progress monitoring in PLC and CP by teachers and instructional teams.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Weekly PLC and/or Common Planning with focus on instructional drops and proven best practices.
Monthly schoolwide targeted professional development rotations led by teachers, administrators, instructional coach, and district support personnel.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Science and Social Studies specialists visiting on a regular and rotating basis to support Biology and US History. ELA support when requested.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

With the shift to B.E.S.T. in both English and Math we need to make sure all teachers of these subjects have the resources and training to be successful in preparing students for state assessments and real world application. Math scores for the 21-22 school year showed significant improvement and Mandarin will continue the upward trajectory in that department with the proper focus, training, and planning for the standards implementation. English scores from the 21-22 school year show a drop and with schools only being held accountable for proficiency this year with the new assessments we must shift practice for student success in these areas.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

Students taking FAST ELA Reading will score 56% proficient at the final assessment of the 22-23 school year and will show growth from PM1 to PM2 to final end of year assessment. Math scores will continue to increase in Algebra and Geometry.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

ELA monitored through data monitoring of PM1 and PM2 as well as BWT observations, formal and informal observations, PLC and common planning discussions, and professional development activities. Math monitored through district progress monitoring assessments, BWT observations, formal and informal observations, PLC and common planning discussions, and professional development activities.

Person

responsible for monitoring outcome:

Elizabeth Pecarek (pecareke@duvalschools.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Standards-based, consistent collaborative planning ensures that all students, in all core content classrooms, are equitably exposed to standards-aligned instruction, tasks and assessments. Assessment of data pieces occurs on a regular basis to cover instructional gaps.

Rationale for

Evidence-based

Strategy:

Explain the rationale for

Standards-based, consistent collaborative planning ensures that all students, in all core content classrooms, are equitably exposed to standards-aligned instruction, tasks and assessments.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Train teachers and administrators on new BEST benchmarks.
2. Develop PLC and Common Planning Calendar for Core Content Areas.
3. Utilize curriculum and pacing guides aligned to new benchmarks and curriculum to ensure all students are getting necessary exposure to benchmarks as written and assessed by the state.
4. Administer PM assessments as scheduled and utilize data in planning and review of curriculum and make adjustments immediately as necessary.
5. Admin Team engages in calibration walk-throughs over the first four weeks of school to align findings through use of the BWT Portal.
6. Ongoing engagement in bi-weekly Collaborative Planning sessions within core content areas, producing a product at the close of each session.
7. Development of Core Content PLC trainings emphasizing standards-based instructional practices and the ongoing use of data to drive instructional decision-making to be delivered bi-weekly
8. Engagement in the Instructional Review Process with District Staff.

Person Responsible Elizabeth Pecarek (pecareke@duvalschools.org)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Biology scores showed a decrease in 21-22. Biology instruction will include a focus on probing questions and moving deeper into specific content. Use of interactive notebooks will be utilized to push student learning and accountability for concepts.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Biology scores will increase to 60% proficiency. This is 13 points above the 2022 results and 2 points above the 2021 results. It is imperative that Biology scores are redeemed for the improvement of the school grade calculation.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Area of focus will be monitored through district progress monitoring assessments, SWT observations, formal and informal observations, PLC and common planning conversations

Person responsible for monitoring outcome:

Timothy Durkin (durkint@duvalschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Standards-based, consistent collaborative planning ensures that all students, in all core content classrooms, are equitably exposed to standards-aligned instruction, tasks and assessments.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Standards-based, consistent collaborative planning ensures that all students, in all core content classrooms, are equitably exposed to standards-aligned instruction, tasks and assessments.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Train teachers and administrators on expectations for interactive learning and notebooks.
2. Develop PLC and Common Planning Calendar for Core Content Areas.
3. Utilize curriculum and pacing guides aligned to benchmarks and curriculum to ensure all students are getting necessary exposure to benchmarks as written and assessed by the state.
4. Administer district PM assessments as scheduled and utilize data in planning and review of curriculum and make adjustments immediately as necessary.
5. Admin Team engages in calibration walk-throughs over the first four weeks of school to align findings through use of the BWT Portal.
6. Ongoing engagement in bi-weekly Collaborative Planning sessions within core content areas, producing a product at the close of each session.
7. Development of Core Content PLC trainings emphasizing standards-based instructional practices and the ongoing use data to drive instructional decision-making to be delivered
8. Engagement in the Instructional Review Process with District Staff.

Person Responsible

Timothy Durkin (durkint@duvalschools.org)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Dean of students works very closely with the district specialist on the PBIS plan and working toward model school status. We work hard to build a culture of restorative justice

Identify the stakeholders and their role in promoting a positive school culture and environment.

All members of the SAC, all parents, all business partners, all faith based partners, all teachers, all staff, all students.